



Behaviour and Anti-Bullying Policy and Code of Conduct **Local to St. Felix RC Primary School**

Part of the Our Lady of Walsingham Catholic Multi Academy Trust

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Approved by the Committee/Governing body	<i>St. Felix Local Governing Body</i>
Signature of Chair of Governors	<i>Judith Dance</i>
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Behaviour Policy and Code of Conduct

This Policy should be read in conjunction with the school's Safeguarding Policy.

Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Pupils are encouraged to become more responsible and effective Christians, both now and in adult life.

Our Aims are to:

- promote an environment in which everyone feels happy, safe and secure;
- allow everyone to work together in an effective and considerate way;
- define acceptable standards of behaviour;
- ensure consistency of response to both positive and negative behaviour;
- promote self-esteem, self-discipline and positive relationships;
- ensure that the school's expectations and strategies are widely known and understood;
- encourage the involvement of both home and school in the implementation of this policy.

Behaviour in school

Physical Environment

We know that the physical environment plays a vital part in setting high expectations and ensuring pupils from all social, cultural and religious backgrounds feel valued. This includes:

- school/classrooms being kept tidy and free from clutter;
- resources being labelled and organised in a way that is practical and accessible;
- discussing Class Rules and British Values regularly and displaying them throughout the year in the classroom;
- ensuring good quality displays of pupils work across all ability ranges and resources that reflect the varied ethnicities across the school and act as a support for learning;
- careful consideration being given to where individuals sit and who they sit next to;
- furniture being arranged to allow for maximum learning to take place and enough space is made available for pupils to move around the classroom comfortably in order to access resources;
- teaching resources being of good quality, adequate in quantity, and visually stimulating;
- adults role-modelling good classroom organisation e.g. resource management, ensuring use of a working space being clutter free for pupils at their tables etc..

Atmosphere

The way that adults speak to pupils (and about pupils), and the way that adults allow pupils to speak to each other, directly impacts on the self-esteem, confidence and motivation that pupils have, which in turn impacts on the pupils' behaviour. All adults should act as good role models for pupils including the way that they speak, dress, behave, etc. in every possible situation, e.g. class, playground, hall.

Guidance for Promoting Good Behaviour

- Build Relationships
- Set clear boundaries, high expectations and regular routines
- High quality, personalised teaching
- Catch children being good and reward them for it
- Praise constantly – focus on the positive

- Be consistent – but avoid being rigid, know when to be flexible
- Be relentlessly polite
- Focus on the behaviour and not the person
- Do not always insist on eye contact (some children find this very difficult, especially those with Autism or communication difficulties)
- Avoid confrontation, if possible
- Use non-verbal signals as much as possible (Good Looking, Good Listening, Good Sitting)
- Control your voice, tone and volume (shouting is not effective)
- Always wait for silence
- Give clear choices ... You can either do Or
- Give calm down time
- Avoid sarcasm, humiliation, inappropriate threats
- Listen to what children say and don't jump to conclusions
- Be firm, fair and have fun
- Start each day as a new day
- Smile!

Teaching Positive Behaviour

The best way to teach positive behaviour is through our own behaviour as role models and through praising pupils who display the expected behaviour. Pupils learn about good behaviour through teaching and applying the St. Felix Code of Conduct (see Appendix 1), school values and Class Rules.

During RE and PSHCE pupils are explicitly taught how to become good members of the community. They also learn how to empathise with others, manage their emotions, problem solve, deal with conflict and manage anger. In Circle Time sessions, teachers support pupils to raise self-esteem, boost confidence, deal with friendship issues, and issues such as bullying and racism.

Collective Worship is used to explicitly teach values and further enhance and sustain a sense of community and a positive ethos.

Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each other's opinions.

Rewarding and celebrating good behaviour

The school praises pupils for good learning and good behaviour at every opportunity. We want pupils to recognise that the rewards that come from the praise they get from staff gives them confidence and makes them feel proud of themselves. Staff should strive to ensure that the giving of rewards is balanced, fair and equitable.

We praise and reward children for good behaviour in a variety of ways:

- Verbal praise;
- House Points;
- Immediate recognition of success (Stickers, Stamps);
- Sharing good work in class;
- Sharing good work with the Head of School and other members of staff;
- Golden Time;
- Whole class weekly attendance awards.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to share their medals, trophies awards and certificates that they have gained out of school in the class sharing sessions.

Sanctions

Sanctions are structured to ensure that pupils can be encouraged and supported in improving subsequent behaviour. The majority of unacceptable behaviour is discouraged through a verbal warning by the class teacher, teaching assistant or lunchtime supervisor. All adults in the school have an equal right to remind pupils of the school's Code of Conduct and to expect pupils to conform.

In the **classrooms** at St. Felix we use a 'Traffic light' behaviour management system to help improve and manage children's behaviour. Gold is used to indicate those children whose behaviour has exceeded expectation. This is not in use in EYFS.

All pupils start a new day with a fresh start.			
If a pupil makes a negative behaviour choice:	Reminder	Warning	Consequence
	<ol style="list-style-type: none"> 1. 'I need you to stay on green by...' 2. 'Remember, ... is one of our school rules.' 	<ol style="list-style-type: none"> 1. 'Your name has been moved because...' 2. 'If you continue to ... your consequence will be...' 3. 'You will get back to green by...' 	<p>The consequence is carried out:</p> <ol style="list-style-type: none"> 1. I asked you to... You have not ... 2. Your consequence will be...
	<p>Children who choose to misbehave or display low level disruptive behaviour are given a non-verbal or verbal warning and are reminded of the school rules they are not following.</p>	<p>The name of a child who continues to choose to misbehave is:</p> <p>(i) moved on to yellow/amber</p> <p>(ii) given a verbal warning and reminded that they can earn back any time lost, by making good choices</p> <p>NB If the teacher believes that the child has made an effort to rectify their misbehaviour or makes a good choice, the child should be praised for the positive change in their behaviour and their name returned to green.</p>	<p>If a child has already been given a Yellow Warning but chooses to continue to misbehave, their name is moved to red.</p> <p>One of the following sanctions (depending on age of child and nature of behaviours) will be given:</p> <ul style="list-style-type: none"> • loss of 5 minutes break; • timeout –when calm 'repair time' will be used; • break or lunchtime detention ('Red Zone'); • break or lunchtime reflection to discuss behaviour choices with an adult.
Once a consequence is carried out, a pupil's name returns to green.			

Strategies for Dealing with Challenging Behaviour

All challenging behaviour will be addressed using the guidelines set out in the behaviour policy. Should an incident require further intervention then staff will use reasonable force using the minimum degree of contact to prevent a child harming him or herself, others or property. The form of physical intervention may involve staff doing the following:

- physically interposing themselves between pupils
- blocking a pupil's path
- escorting a pupil
- shepherding a pupil away

Reasonable force

Use of reasonable force. Advice for Head of Schools, staff and governing bodies July 2013 outlines:

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Recording

Where physical intervention has been used a record of the incident always needs to be kept and the Head of School informed. All recording needs to be completed on the day of incident and needs to include the following:

- name of pupil
- date, time and place of incident
- a brief description of the incident and actions taken
- attempts made to calm the situation
- names of people who witnessed the situation
- any damage/harm to persons or property
- name of person informing parents
- after investigation a summary of action taken

After the review of any incident, a copy of the recording form will be kept in the Head's Office

(See Appendix 4)

Complaints

Any complaints about staff will be dealt with under the school's School Complaints Procedure Policy.

Confiscation

The Education Act 2011 allows for schools to confiscate property as a sanction. Staff members have the authority to confiscate a pupils belongings but this must be applied reasonably and proportionately. It is important to recognise that young children may have attachments to particular items and that removing this may cause further distress.

Therefore the following procedures should be followed when using this sanction.

- Children are informed that their property will be confiscated and why, for example, distraction to learning, posing a threat to safety.
- Inform the pupil when and where the confiscated item will be kept safely and when it will be returned. This should be on the same day.

Items which the pupils should not have in their possession, for example, knives, lighters or laser pens, must be returned to parents.

The Head of School, or a senior member of staff is authorised to search pupils or their possessions without consent where they suspect that the pupil may have a prohibited item. Teachers can also search with consent from the pupils for banned items. These include:

- knives or weapons;
- alcohol;
- illegal drugs and stolen items;
- inappropriate images.

Again, searching and confiscation are extremely rare occurrences in our school.

Detention

The Education and Inspections Act 2006 allows schools to use detentions as a sanction. At St. Felix 'same day' detentions will be used where possible and these would be within school hours, for example, during lunchtime. St. Felix staff use the terminology of 'Red Zone' and 'Reflection' to refer to the act of detention.

Parents will always be informed by the class teacher if their child has been in detention.

Serious Misbehaviour

There are certain types of behaviour that will not be tolerated by the school. These include:

- Swearing
- Aggressive verbal abuse or threats
- Aggressive or violent physical behaviour
- Deliberately leaving the school premises without permission
- Vandalism

Such behaviour will result in an immediate sanction. A teacher or senior leader will telephone the child's parent to let them know what the child has done and to warn them that repeated incidences of the behaviour could result in an exclusion from school. This will be logged on a "Behaviour/Bullying Incident Form"(See Appendix 2).

If the child repeats the behaviour within two weeks the child's parents will be contacted by a teacher or senior leader requesting a meeting to determine a way forward. It is likely that the pupil's behaviour will be supported through a behaviour plan (appendix 6) for two weeks with regular liaison between the teacher and the parents throughout this time. A report is created with a specific behaviour target. Pupils will be measured against that target at set points throughout each day. The report will go home at the end of every day to be seen by parents and return every morning. A list of preventions will be drawn up on the behaviour plan. These outline how the school proactively supports the pupil in choosing positive behaviours.

If the child is unable to calm down, continues to be aggressive/very disruptive and refuses to follow adults' instructions to stop or calm down parents will be contacted and they may be asked to collect their child and take them home.

Exclusion

On very rare occasions it may be necessary to exclude a pupil on a temporary or permanent decision. A decision to do this is not taken lightly, and is certainly not imposed without due consultation with all those involved with the pupil, and not without trying every possible alternative first. It is acknowledged that most pupils and their parents prefer to work towards a positive solution to difficulties and appreciate the opportunities the school can offer in encouraging a pupil to feel able to secure his/her own future within the school environment.

A few children may get straight to this stage because of an isolated, very serious incident or because they have not responded at earlier stages and are still choosing not to try to manage their own behaviour. The behaviour is recorded on a school "Behaviour/Bullying Incident Form" and parents/carers will be notified by the teacher or a senior leader, either by telephone or face to face.

Pupils with Additional Behavioural Needs

It must be acknowledged that for a few pupils the sanctions and rewards of the school will be insufficient to ensure the wellbeing of the pupil and other pupils in the class. These children will have individual behaviour plans, developed in consultation with the teacher, the children and the parents.

Rewards and sanctions for these children will be carefully tailored to meet their needs.

Children who are on the Special Educational Needs and Disabilities (SEND) register, who have particular difficulties managing their behaviour, will have their own individual programmes in place. In these cases the usual behaviour systems may not apply.

Pupils with Special Educational Needs and Disabilities relating to behaviour are given specific targets on their Pupil Plans to support them in making progress in this area. As part of this Pupil Plan, they may also have their own individual reward and sanction system which has been determined by the teacher and SEND Coordinator (SENDCo), with the involvement of the pupil and parents. They may also be allocated a Teaching Assistant for a certain percentage of the week and/or receive additional support or outreach from an external agency.

It may be necessary to give some children a behaviour target which will last for an agreed period of time and will involve pupil, staff and parents/carers. Pupils are set short, manageable and achievable targets, reinforced by working with parents. The target will be agreed by all involved including a means of rewarding the child for attaining the target, as well as recording any sanctions that apply for not adhering to the target.

Lunchtime

At lunchtime, supervision is carried out by Midday Supervisors and the Senior Supervisor. The Senior Supervisor can refer to the Head of School if necessary. The Midday Supervisors are expected to manage pupils' behaviour. Usually this consists of praising children for positive behaviour choices, awarding housepoint stickers and reminding children of the standard of behaviour expected.

The Yellow or Red Zone 'timeout' sanction is used by Midday Supervisors at lunchtime.

Yellow Zone	Red Zone
As a first time warning or a short time out, pupils will be in 'Yellow Zone'.	For repeated or serious behaviour, pupils will be asked to go to 'Red Zone'. This is a designated area outside the Head's office.
For younger pupils this will involve standing by the duty adult for a short period in proportion to their age.	For younger pupils, this will be in proportion to their age.
For older pupils a 'Yellow Zone' area will be designated.	For older pupils this 'Time Out' sanction may be for the remainder of playtime.

Midday supervisors must report unacceptable or serious behaviour to the class teacher or senior member of staff as appropriate, who will determine an appropriate sanction.

Extra-Curricular Clubs

Pupils attending extra-curricular clubs are expected to listen to and respect the adult that runs the club and follow any rules that may apply to the club.

Any pupil who is disruptive, impolite or not able to follow the instructions given by the adult in charge, may receive a warning to miss a set number of sessions or to forfeit their place in the club.

Walking classes/groups of children around the school and on trips

When moving around the school for lessons, coming into assembly or going into the dining hall pupils walk around corridors in silence, one behind the other.

We expect our pupils to use exemplary behaviour outside of school as is expected when in school. All pupils must **always** be in sight of the lead adult (this means that the adult will have to constantly reposition themselves and may start at the front of the line but drop to the middle as pupils walk past).

Use of praise should be clear, frequent and consistent.

When groups of pupils do not travel in silence and praise does not work, pupils should be stopped or asked to line up again if necessary. *Correcting the 'little' things such as walking around the school, helps pupils to understand that high standards are the norm at our school. It is important that adults regularly explain to pupils why we expect them to walk in silence and move around calmly and quietly.*

Behaviour Outside of School

We expect our pupils to be proud to be members of St. Felix. We, therefore expect good behaviour when our pupils are outside of school in order to reflect the high standards of behaviour that we have. Teachers may talk to pupils about misbehaviour outside of school if it is witnessed by them, or reported to the school, or if it is behaviour that has repercussions for the orderly running of the school, poses a threat to someone else, or if it threatens the reputation of the school.

Parents will always be contacted if teachers speak to or sanction their child regarding their behaviour outside of school.

Bullying

Bullying is the deliberate use of aggressive or unkind actions to hurt another person, usually over a sustained period of time. Bullying results in pain, fear and/or distress to the victim. Generally it is difficult for the victim to defend him/herself.

Bullying can be:

- Physical – hitting, kicking, or use of any violence
- Verbal – name calling, insulting, racist remarks, teasing
- Indirect/emotional – tormenting, being unfriendly, excluding

Why is it important to respond to bullying?

There are a number of reasons for challenging bullying behaviour in our school.

- The safety and happiness of pupils. Children who are bullied lose confidence, suffer injury, feel miserable – become unhappy about being in school.
- Educational achievement: Unhappiness and lost confidence can affect concentration and learning
- Bullying goes against all that St Felix School stands for in its mission statement. We uphold the teaching of the Gospels at all times.

Procedures to combat bullying in our school:

Direct action by the class teacher should be the first course of action. This should be dealt with within the context of the incident. This will remind all the class and those other children involved that bullying behaviour is unacceptable in our school and will not be tolerated. Class teachers can often build upon their relationship with individual pupils to encourage honest and direct discussions. The teacher can also aim to help the children involved to find their own solution to their personal disagreement and also discuss with them how their actions solve the problem.

Sanctions should be used where bullying behaviour is clearly proven. These will be related to the sanctions described above in this policy. These should be mild when dealing with one-off incidents which do not

result in actual physical harm. A reprimand may be sufficient to deter a pupil from name calling or mild teasing.

For bullying which is repeated, results in damage to property or injury of a person a more serious response should be considered. Parents will be informed and involved at an early stage. Accurate records of incidents and how the school has responded to them, including conversations with parents will be kept. (see Appendix 3 Record of Conversation with Parent/External Agency)

Exclusion as a response to serious and persistent bullying should be used sparingly and always as a last resort. An internal exclusion could be considered initially.

As a school, we understand that we are all involved in the prevention and solving of bullying – our families, support staff and governors, as well as teachers. Bullying awareness can be highlighted in a variety of ways:

- Our own code of conduct and the pupil leaflet on bullying offer our children a positive outlook to their attitude and behaviour to each other
- Our collective worship and Masses encourage friendship, responsibility towards each other and to the wider world, minority groups, other races and cultures
- Explicit links are frequently made to the British Values, which promote community cohesion and tolerance.
- Circle Time encourages children to talk freely about themselves, their problems and ways of solving them

The Role of Leadership

Although the responsibility of ensuring positive behaviour management is shared across the whole staff, the Head of School and members of the senior leadership team have a responsibility to 'lead from the front'.

The leadership team will assess staff needs and build into the school's professional development programme opportunities to discuss and learn about behaviour management. Senior staff will ensure that they are highly visible at particular times of the day, to noticeably reinforce good behaviour and swiftly manage any poor conduct by pupils. Critical times are at the beginning and end of the school day, break times and transitions between lessons/to and from assembly. Senior leaders regularly walk around the building, going into classrooms and supporting teachers in their application of this policy.

Governors regularly monitor the effectiveness of this policy.

The Role of Parents

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, regularly informing parents of their child's successes, as well as informing them immediately if we have any concerns about their child's welfare or behaviour. We will ensure that parents are informed of any follow up actions which are taken following a behaviour incident involving their child, whether 'perpetrator' or 'victim'. Where pupils require support, staff will endeavour to share and discuss strategies so that parents can better support at home.

If a parent has any concerns over rewards, behaviour, sanctions, rules or the code of conduct, they should initially contact the class teacher. If they remain concerned, they should then contact their child's Key Stage Leader or if necessary, the Head of School.

Monitoring

The Head of School monitors the effectiveness of this policy on a regular basis. The Head of School also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Behaviour incidents are recorded and monitored to ensure pupils receive the correct support. Records may also be used to inform any referrals that may need to be made, both within school and to external agencies.

The Midday Supervisors record incidents that occur at lunchtimes. This is monitored by the Head of School who keeps a log of serious incidents, as well as records of bullying and racism and any other examples of discriminatory behaviour.

All behaviour records are saved in pupil files and, together with exclusion forms and letters.

It is the responsibility of the governing body to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. The governors may however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

The St Felix Code of Behaviour

"In this school we respect each person because each one was created by God for a special and important purpose."

This is the St. Felix Code of Behaviour, which was written by the pupils and teachers at our school.

- Have respect for the Christian beliefs and values of this community:
 - Be very quiet at mass and collective worship and take part as fully as possible;
 - Enter and exit collective worship in silence.
- Have respect for yourself:
 - Wear the correct uniform;
 - Keep yourself clean and tidy;
 - Tie long hair back;
 - Do not wear jewellery, including earrings;
 - Take a pride in your work and always try your best.
- Have respect for those around you:
 - Treat everybody as you would like to be treated – all children, all staff working in the school, all visitors;
 - Be polite, helpful, friendly, cheerful, punctual, welcoming;
 - Try not to distract people in class or stop them from learning;
 - Make sure that the dining room is a calm, pleasant place, with good manners.
- Have respect for property and the environment
 - Take care of books, exercise books, folders, wallets, and all equipment. Do not write or put stickers on them, or damage them in any way;
 - Put any litter in the bin;
 - The classroom belongs to everyone. Everyone must play their own part in keeping it tidy;
 - Take care of the grounds, trees bushes, and benches;
 - Use toilets properly. Make sure they are pleasant for other people to use;
 - Enjoy all displays.
 - Turn off lights not being used.
- Have respect for the safety of everyone and everything in the school:
 - Never leave school without permission;
 - Close doors after playtimes;
 - Walk everywhere, except in the playgrounds at playtimes;
 - In the open areas or the hall always walk;
 - Don't bring any toys to school.
- Remember and respect that you need permission to access:
 - The bank;
 - The wall;
 - The field;
 - The car-park;
 - The toilets;
 - Drinking fountains;
 - Behind the sheds in the infant playground.

Appendix 2

Behaviour/Bullying Incident Form

	Name	Gender	Ethnicity	Year Group
Complainant				
Alleged child who has been bullied				
Alleged child who has displayed bullying behaviour				

Date of incident:
Location of incident: Classroom Playground Corridor Other:
Type of incident: <input type="checkbox"/> Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include a 'weapon') <input type="checkbox"/> Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours) <input type="checkbox"/> Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others)
Theme (if applicable) <input type="checkbox"/> Cyber (through technology such as mobile phones and internet) <input type="checkbox"/> Disability (related to perceived or actual disability) <input type="checkbox"/> Homophobic (related to perceived or actual sexual orientation) <input type="checkbox"/> Racist (related to race, ethnic, national origin, colour and nationality) <input type="checkbox"/> Sectarian (related to religious belief and/or political opinion)
Details of incident:

Action/Support for child(ren) who has been **bullied** (please tick all that apply):

- Discussion of the incident with peers/class
- Defined ongoing support/monitoring from staff
- Counselling
- Parents involvement (please specify) _____

- Referral to other agencies (please specify) _____

- Other (please specify) _____

Action/Support for child(ren) who has been displaying **bullying behaviour** (please tick all that apply):

- Discussion of the incident with peers/class
- Defined ongoing support/monitoring from staff
- Counselling
- Fixed exclusion
- Permanent exclusion
- Parents involvement (please specify) _____

- Referral to other agencies (please specify) _____

- Other (please specify) _____

Outcome (level of satisfaction) To be completed by teacher or member of leadership team.			
Good = 1	Satisfactory = 2	Poor = 3	Unresolved = 4
Child who has been bullied			
Parents of above child			
Child who has displayed bullying behaviour			
Parents of above child			

Name and designation of teacher completing this form:	Date:
Signed:	

This form must be given to the Head of School.

Guidance on Completing the Behaviour Incident Form

The purpose of the form is to gather as much information about **all** alleged poor behaviour or bullying incidents that are brought to your school's attention – this form should therefore be completed every time an incident is reported.

This form can also be used to record a cyber-bullying case that was instigated outside of your school premises but which affects another pupil within your school. In this case, you should be sure to inform the Online Safety Leader.

This form should be completed in partnership with the complainant, agreeing the type and theme of the bullying incident.

More than one type and theme can be ticked – for example a racist bullying incident may have included both verbal and physical bullying.

The large text box enables you to add in the details of the incident – please use to clearly describe what happened, including times, witnesses, and any immediate responses that were given before this reporting form was completed e.g. Paul was excluded from playing a game of Tag by a group of 3 children (Sarah, David and Gillian) during lunchtime (approx 12.30pm). When Paul asked if he could join in Gillian replied 'No because we don't play with weirdos'. The other children laughed and ran away. Paul went to the lunchtime supervisor and told them what had happened. The lunchtime supervisor replied 'Don't be silly they were just joking. Go and play with someone else and ignore them.'

More than one action/support can be ticked – for example a class discussion occurred talking about bullying generally and staff monitored class pupils' behaviour as a result of this awareness raising strategy.

Follow up is required to ensure all people involved feel the case has been resolved, checking their individual level of satisfaction with the school's procedures – this also reiterates the message that when bullying is reported, schools will respond and monitor to check that bullying has ceased.

Whilst more than one child that displayed bullying behaviours can be recorded using the one form (if group based bullying to one individual) each incident needs to be recorded individually. You may therefore have a number of incident forms for a child who is experiencing bullying in your school.

Record of Conversation with Parent/External Agency

Name of St Felix staff member:	Name of parent/external agency:
Date and time:	Telephone / Face to Face

Brief factual description of the conversation:

Parents must be advised to contact the school again should they feel further investigation is necessary.



Record of Physical Intervention	
Name of pupil:	
Date, time and place of incident:	
Brief description of the incident and actions taken:	
Attempts made to calm the situation:	
Names of people who witnessed the situation:	
Damage/harm to persons or property:	
Name of person informing parents:	
Date undertaken:	
Summary of action taken after the event:	

After the review of any incident, a copy of the recording form will be kept in the Head's Office

St Felix EYFS Behaviour Expectations

Beginning of the Day and Registration.

- Children will wait quietly in waiting area with parent/carer, not run or play with the stones.
- Children will leave their parents/carers at the gate and walk carefully up the slope to the classroom door with their teachers who come out to greet them.
- Children will be encouraged to show new members of the class what to do by setting a good example.
- As they enter, children will hang up their coats on their own peg, put their bag in the boxes provided and self-register on our "I am Here Board" by selecting their own name card.
- When called for formal registration/teaching time, children will leave the working areas tidy and chairs tucked in and sit on the carpet gathering area in an appropriate manner.
- All children will be encouraged to join in with our Morning/Afternoon prayer as we dedicate our work and play to Jesus.

Break and Lunchtime

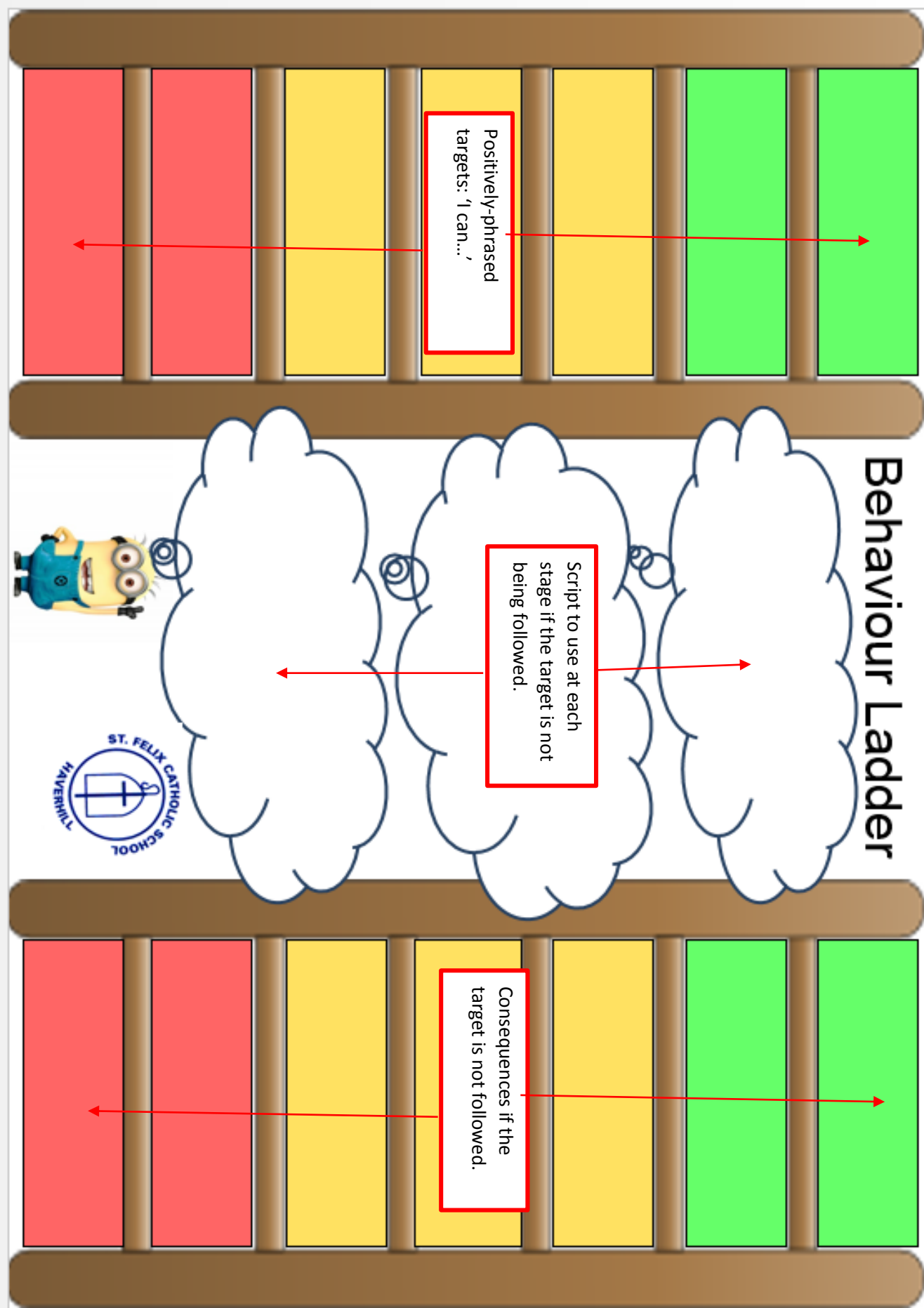
- The Reception children join with KS1 for one playtime each week in the summer term so that they can become familiar with the routines and expectations ready for their transfer into full time school.
- Reception pupils remain in school for lunch, where they are supervised by familiar members of staff and midday supervisors.

Rewards and Sanctions

- Children are taught that behaviour involves making choices, good choices are rewarded, there are consequences for bad choices.
- The children have simple rules for classroom behaviour which are shared with the parent in their induction pack. The rules are expressed pictorially so that all children can access and understand them.
- New rules are added at the request of the children.
- Children are encouraged to express themselves in words rather than actions, i.e. ask to join in with play rather than taking equipment etc.
- Good, caring behaviour is rewarded verbally and verbal praise is used as a reminder to others of our expectations, following the principles in the Behaviour Policy of the school.
- Gestures such as thumbs up are also used on occasions where words are not possible i.e. assembly.
- Children are also rewarded with stickers and certificates issued by the Head of School.
- The staff regularly tell parents about instances of good, kind and caring behaviour.
- Examples of good behaviour are regularly shared between all Foundation Stage staff and children.
- In our outdoor classroom, children have one warning re rules and then come back inside.
- When inappropriate behaviour takes place, children will be warned and if the behaviour continues they will be asked to leave the activity/place where the incident has taken place and take some thinking time. After a cooling off period they will be asked to say sorry.
- If the inappropriate behaviour is verbal the child will be encouraged to say something positive as part of their apology.
- Parents are informed of incidents of inappropriate behaviour and a behaviour programme may be agreed on, using reward charts.
- If inappropriate behaviour persists the Senior Teacher or Head of School may become involved.

Information on Bullying

A pictorial leaflet on Bullying has been produced for the Foundation Stage children. This will be included in our Induction Pack.



Preventions: EXAMPLES – PLEASE SELECT / CREATE APPROPRIATE ONES FOR THIS INDIVIDUAL

Signature: _____

- To be met each morning at the office by the Headteacher or Deputy Headteacher.
- Use of key targets for the target card below.
- Positive comments or work to be passed on to the Headteacher or Deputy Headteacher.
- Clear praise given during lessons, at break time, at lunch time and around school.
- Use of alternative seating for some lessons.
- Work weekly with NAME from BSS.
- Target card goes home to a parent or carer at the end of the day and returns every morning.
- Nurture Group provision 4 x per week (Boxall).
- Chunking of learning with short rewards in between that are timed.
- Variety of learning activities that meet NAME's needs.
- Will work with children that are chosen by an adult.

Preventions to support the pupil in making positive behaviour choices. These could include reward systems.

Target Check Tick-List

Target: _____	Lesson 1	Break	Lesson 2	Lunch	Afternoon
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Tick chart for the pupil meeting the agreed target in each session.

Target Check Tick-List

Target: _____	Lesson 1	Break	Lesson 2	Lunch	Afternoon
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					